



November's Key to Character—2011

Definitions

Elementary: Working together for a common purpose

Secondary: A willingness and ability to work with others to accomplish a common goal

Related Words or Phrases

| | | |
|-------------|---------------|-------------|
| association | work together | alliance |
| contribute | association | concord |
| synergy | pull together | partnership |

Sunshine State Standards

HE.K.B.2.2/HE.1.B.2.2—Demonstrating listening skills to enhance health.

SS.K.C.2.1—Demonstrate the characteristics of being a good citizen.

SS.1.C.2.1—Describe the characteristics of responsible citizenship in the school community.

HE.3.B.2.3—Demonstrate nonviolent strategies to manage or resolve conflict.

HE.4.B.2.2—Identify refusal skills and negotiation skills that avoid or reduce health risks

HE.5.B.2.3—Illustrate effective conflict resolution strategies.

HE.6.B.2.1/HE.7.B.2.1/HE.8.B.2.1—Determine strategies to improve effective verbal and nonverbal communication skills to enhance health.

HE.6.B.3.3/HE.7.B.3.3/HE.8.B.3.3—Distinguish when individual or collaborative decision making is appropriate.

HE.912.B.2.1—Explain skills needed to communicate effectively with family, peers and others to enhance health.

HE.912.B.3.3—Asses whether individual or collaborative decision making is needed to make a healthy decision.

What does cooperation look like?

People who cooperate:



- ◇ Model working together with others.
- ◇ Work together with people in their home life, community and school.
- ◇ Make good decisions and choices.
- ◇ Have positive relationships with family, teachers and peers.
- ◇ Understand that cooperation is a process, not a program.
- ◇ Help bring out the BEST in all by working together.

People who cooperate realize:

- "We can do more working together than I can do alone."
- "Every person has a unique contribution to make to the group."
- "Success is gained when everyone works together."
- "Two heads are better than one."
- "Things in life come easier if you know how to get along and cooperate with others."

People show others how to cooperate by

- ◇ Listening to other peoples opinions and including others' ideas.
- ◇ Being supportive of other people's ideas, even when you might not agree with them.
- ◇ Cheerfully working with any partner you are assigned so as not to hurt their feelings.
- ◇ Greeting visitors and making them feel welcome.
- ◇ Staying out of cliques.
- ◇ Taking only your fair share, when offered something.



-A dream you dream alone is only a dream. A dream you dream together is reality.—John Lennon

Parent Corner



The following tips may help you develop a family that cooperates and works together toward common family goals.

- ◇ Schedule household chores at a time when all members of the family can work together to finish them.
- ◇ Initiate a fun project that involves all family members (a garden, jigsaw puzzle, homemade pizza, etc.).
- ◇ "Catch" your child cooperating (or attempting to cooperate) and offer your encouragement by verbally showing your appreciation; material rewards are not necessary.
- ◇ Dinner Discussion: Have each family member share about an experience when a cooperative attitude helped them complete a project on time.
- ◇ Dinner Discussion: Remind each other how cooperation in the family keeps things running smoothly. Thank each other for their cooperative spirits.
- ◇ Media Discussion: Watch a favorite T.V. show together and discuss whether the main character has a cooperative attitude. Would more cooperation change the outcome of the plot?
- ◇ Media Discussion: Discuss cooperation needed when children are playing video games.
- ◇ Have a discussion about cooperation in the family. In what ways do you cooperate with each other, and how does that make the family run smoothly? In what ways do you not cooperate enough, and how does that make things difficult or unpleasant? Make a "family cooperation" chart and see if you can do something about improving the cooperation within the family.
- ◇ For one week keep a daily record of all the things you do that require cooperation (at home, at school, and everywhere else). At the end of the week give yourself a grade on how cooperative you have been. For every act of cooperation, put a specific dollar amount (\$.10 to \$.25) in a "Cooperation Jar." Save the money until there is enough for the family to enjoy a fun activity together.

Web Resources



www.educationworld.com—a site with oodles of free lesson plans and ideas in all subject areas including character education.

www.kidshealth.com—a site devoted to the health of children and includes parent, teen, kids and educator sections. Educators can obtain free lesson plans and activities on a myriad of health topics including self-esteem.

www.freestoriesforkids.com—an excellent site full of free stories emphasizing different character traits.

"Mt. Cooperation"

Adapted from Living Values Education

Achievement is like a mountain range. To aim for excellence is to aspire to climb to the crowning point. The endeavor requires each climber to be equipped with essential skills, knowledge, determination and will-power. However, no climb should be undertaken without the most indispensable piece of equipment: the safety rope of cooperation. Cooperation ensures equanimity, empowerment, easiness and enthusiasm. Cooperation helps each climber to take a step, no matter how small, and for those steps collectively to reach the pinnacle.

"Old Warwick"

By James W. Moore

One summer evening a man got lost while driving through the countryside. As he tried to read a map, he accidentally drove off the road and landed in a ditch. Although he wasn't hurt, his car was stuck deep in the mud. The man walked to a nearby farm to ask for help.

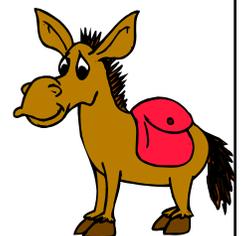
"Warwick can get you out of the ditch," the farmer said, pointing to an old mule. The man looked at the haggardly mule, then looked back at the farmer, who repeated, "Yep, old Warwick can do the job."

The man figured he had nothing to lose. The two men and Warwick made their way back to the ditch.

The farmer hitched the mule to the car. With a snap of the reins he shouted, "Pull, Fred! Pull, Jack! Pull, Ted! Pull, Warwick!" The mule pulled the car from the ditch with very little effort.

The man was amazed. He thanked the farmer, patted the mule and asked, "Why did you call out all those names before you called Warwick to pull?"

The farmer grinned and replied, "Old Warwick is just about blind. As long as he believes he's part of a team, he doesn't mind pulling."



Integrating "Cooperation" into Subject Areas

MUSIC:

- ◇ Group students into four groups and inform them that they are going to make music. Assign one group to whistle, one group to tap on their seats, one group to make slushing sounds with their mouths like cymbals, and one group to clap. Each group should play their part when you point to them. The goal is to have each group coordinate with the others to create a pleasing sound without talking to the other groups. In order to accomplish this they have to listen to what the other groups are doing and adjust their sounds. Point to each group one at a time letting them adjust, then start adding the groups together until they sound good. Eventually the groups will be all going at once in a well-coordinated ensemble. When the activity is over, ask the students why it required cooperation to make it work.
- ◇ Have a "Rap for Cooperation Day" where students write raps or poems or songs and perform for classmates or the school T.V. network.

LANGUAGE ARTS (any grade level 3-12):

Stir Up a Character Analysis Recipe: students will identify positive character traits and practice cooperation with this activity.

Vocabulary: character analysis, character traits, character, reading, comprehension, creative writing, concrete, abstract, critical thinking.

Materials Needed: several recipes or cookbooks, a list of characters or famous historical personalities with whom students are familiar.

Brief Description: Provide cookbooks or sample recipes for students to look through. Point out how some recipes include wording such as...

- ◇ **Sprinkle** with 1 or 2 tablespoons powdered sugar and a
- ◇ **Dash** of cinnamon...
- ◇ **Gradually add** 2 tablespoons powdered sugar...
- ◇ **Stir in** 1 tablespoon baking soda...
- ◇ **Pour in** egg mixture...

Choose a person/character with whom your students are familiar, either a figure from history or a character from a piece of literature (fact or fiction) that the students recently read. Write the name of the character on the board. Brainstorm the personality character traits of that person and record responses on the board. Then enlist the help of students to write a "character recipe" for that person. Include as many cooking terms as possible as you write about the character's concrete and abstract qualities. For example, the character might be described as having a cup of **honesty**, a dash of **humor**, or a pinch of **selfishness**, etc.

Next, create a list of literary or historic characters with whom students are familiar. Do not share this list with students. Instead, write the names on cards and present each pair or small group one of those cards. The students will work cooperatively to create a character recipe for the character/person listed on the card.

Once completed, provide time for students to share the recipes with their classmates. See if the classmates can guess the character/person based on the recipe.

Display the students' recipes on a bulletin board.

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SCIENCE:

In cooperative learning groups, direct students to research global warming and the greenhouse effect, then present their findings to the class. Focus their research on the need for cooperation among businesses, government, and citizens to protect the planet.

MATH:

Create picture sequence cards for Kindergarten students or any set of cards that shows a numerical sequence for older students. Discuss what it takes for a group to work well to complete a task and cooperate. Divide the class in teams and distribute pattern cards. Explain that you will show a picture or numerical pattern sequence and that the students must place their cards in that same order. Give each student in a team one card. Before the students begin, model examples of patterns to the entire class. The students will then break into teams and practice cooperating by getting the patterns in the correct order. Discuss what it took to get the patterns in the correct order: cooperation, listening, being quick, etc.

SOCIAL SCIENCE:

- ◇ When studying a historical event, discuss how the course of history might have been changed if individuals had been more or less cooperative.
- ◇ Ask students to bring in current events that show either problems arising from a lack of cooperation or positive benefits resulting from great cooperation among citizens or government leaders.

PHYSICAL EDUCATION:

- ◇ Try playing a simple game in physical education without establishing any rules. When things go awry, stop and discuss why players need to cooperate when playing a game, why you need rules to create a cooperative atmosphere, and why we enjoy a game more when we cooperate.
- ◇ Discuss how a cooperative character is important in the responsibility one has to teammates, the self-discipline in training, etc.

DRAMA:

Direct students to create skits, monologues, or pantomimes about the importance of cooperation. (They could use the support material in this newsletter.) Present them to younger classes or on the school's T.V. news network followed by a discussion of the importance of a cooperative attitude.

GENERAL ACTIVITIES:

Working in cooperative groups, each student writes on a puzzle piece one thing he or she will do to cooperate and show teamwork in school, at home, or in the community. After putting together the puzzle pieces, the class could discuss how (like the puzzle and its pieces) when individuals come together and cooperate, they will get along as a "perfect fit."

Assign a writing prompt about cooperation that could be a fictional story dealing with cooperation or a narrative about the qualities of a person who cooperates. Teachers choose the three best stories in their classrooms, and those students participate in an Author's Luncheon in the Media Center. The students share their stories with each other. Take pictures of the luncheon and post the chosen writings on a hallway bulletin board for student recognition and the enjoyment of everyone in the school.

Tell Me a Story: Cooperation



"White Wing's Escape" (India)

"White Wing's Escape" is from The Panchatantra, translated by Arthur W. Ryder, Chicago: University of Chicago Press, 1956, pages 214 to 217.

A hunter sets a giant snare in a spreading banyan tree and scatters grain to catch the attention of birds. White Wing, a ringdove king, and his flock notice the rice grains from high in the sky. They swoop downward and - alas! - are soon trapped in the hunter's net. As the hunter gleefully approaches the birds with his club, they realize their desperate plight. White Wing says to the ringdoves, "We must not panic, my friends. There is a way to escape from this terrible fate, but we must all agree to work together. The net is too large and too heavy for any one of us to lift. But if we all fly upward at the same time, I'm sure we can lift the snare and carry it away." The other ringdoves quickly agree. When White Wing gives his signal, the birds all fly upward at the same moment. They lift the snare and create what looks to the hunter, who watches in amazement, like a flying net rising on its own and vanishing into the sky.

Related Activities:

Drawing: This story lends itself nicely to illustration.

Discussion: Ask students, "Name something you can do with a group that you can't do by yourself." List their choices on a board or chart.

"Stone Soup"

by Lucille Burnett

Extreme famine spread across a small kingdom. Everyone was hungry and each guarded what little food they had so others would not steal it. One morning, a young man walked into the poorest village of the kingdom. No one looked at him. No one spoke to him. Instead, they went in their homes, barred their doors and drew their shutters. Only a few curious children followed him through town.

The young man stopped in the very center of town and pulled from his pack a large, black kettle. He announced very loudly, "Oh, it is nearing supper time. I must make some delicious Stone Soup at once." He filled the pot with water from the wishing well and rummaged through his sack, retrieving a velvet pouch. Slowly, he took a large stone from the pouch, put it to his nose and inhaled deeply. "Oh, this will be the tastiest magic Stone Soup yet," and he tossed the stone into the pot. He beckoned one of the children who had been tagging behind to fetch him some kindling; soon a fire crackled under the pot.

At the urging of the children, the townspeople slowly emerged from their homes. They gathered around the young man. He glanced up at the hungry crowd, tasted the stone soup "broth" and thought aloud, "Oh, this is delicious, but there is something missing. If only I had an onion to add, it would be perfect. If someone had an onion, I would share my soup with them." An old widow left and quickly returned with a small onion that she had stashed away. The young man smiled at her and tossed the onion into the pot.

By this time, the entire town was surrounding him. Again, he tasted the broth, licked his lips and sighed, "It needs something else. If only I had a piece of mutton, this soup would be close to perfection. The butcher slipped away and brought back a small piece of mutton. The young man tossed it in the pot. So it went, with each member of the town contributing something to the pot....potato, carrot, cabbage. Finally, the young man savored the soup one last time, smiled and exclaimed, "Now, it's perfect. Let's all sup together!"

Everyone ate until they were full. The villagers laughed and talked. All said that the Stone Soup was the best soup they had ever eaten, and all marveled at the "magic" stone.

After supper, the young man packed up his pot and threw his pack onto his back. As he left, he tossed the stone to the children, and whispered to them, "The stone isn't magic. Without everyone giving a little, all we would have had was a stone and hot water. The magic was that everyone worked together."

Related Activities:

Lessons: Many Stone Soup activities, coloring pages, and games can be found <http://www.dltk-teach.com/fables/stonesoup/index.htm>.

Discussion: Tell students, "The moral of the story is—"when everyone works together and contributes equally, everyone wins." Ask students, "How can we work together in this class to make sure that everyone "wins?"



"The One-Turnip Garden" (Russia)

by Lucille Burnett

An old farmer planted a turnip in his garden. Each day, he gently cared for the little turnip by watering, fertilizing and singing to the little sprout.

Soon, the sprout grew into a mighty turnip the size of the old farmer's house. The turnip's leafy stalks were taller than the grain silo! It was time to pull the turnip from the ground. The old farmer took hold of the turnip top and pulled with all his might. The turnip didn't budge. The farmer called out to his old wife, and she joined the farmer. The old wife and the old farmer pulled with all of their might, but the turnip did not budge. The old wife called their two children. The children, the old wife and the old farmer pulled with all their might, but the turnip did not budge. The children called the milk cow. The milk cow, the children, the old wife and the old farmer pulled with all their might, but the turnip did not budge. The milk cow mooed for the family dog. The family dog, the milk cow, the children, the old wife, and the old farmer pulled with all their might, but the turnip did not budge. The dog barked for the cat. The cat, the dog, the milk cow, the children, the old wife and the old farmer pulled with all their might, but the turnip did not budge. Tired and desperate, the old farmer knelt down by the turnip and kindly whispered, "It's time to come out, my friend. It's time for everyone to see what a wonderful turnip you are. Let's all try one more time together." So the turnip pushed and the cat, the dog, the milk cow, the children, the old wife and the old farmer pulled with all their might, and this time the turnip popped from the ground. For some time after, families from far and wide came to the farmer's house to see the wonderful, large turnip. The old farmer, old wife, children, milk cow, dog, cat...and the turnip beamed with pride.

Related Activities

◇ **Performance:** This story works well as a short play because you can add characters to the line-up and include all the students who want to participate. Even preschoolers can understand the concept and enjoy the drama. Suggest that when the turnip finally comes out of the ground, children fall backward like a row of dominoes.

◇ **Discussion:** Ask your students, "What would have happened if no one wanted to help?" List their ideas on the board.

Suggested Reading List

Five Little Pumpkins, Dan Yaccarino. Five little jack-o-lanterns are sitting on a gate and watching the witches and ghost flying by in the sky. Each of the five little pumpkins has a different expression, and the ghost is cute and not at all scary. (PreK-1st Grades)

Draw Me a Star, Eric Carle. An artist first draws a star, then a sun, then a tree, and so on. The colors are bright, bold and strong and tells children how to draw a star. (PreK-1st Grades)

Growing Like Me, Anne Rockwell, Holly Keller. Tells about how animals and plants grow in nature; good picture book. (Toddlers-PreK)

Baseball Saved Us, Ken Muchizuke. A Japanese American boy learns to play baseball when he and his family are forced to live in an internment camp during WWII, and his ability to play helps him after the war is over. (2nd -5th Grades)

Boxes for Katje, Candace Fleming. After a young Dutch girl writes to her new American friend in thanks for the care packages sent after World War II, she begins to receive increasingly larger boxes. (K-5th Grades)

Listen Buddy! Helen Lester. Buddy has big ears...the only problem is he doesn't use them properly; he doesn't hear them the right way. They might ask for a pen and he brings a book. (1st -3rd Grades)

The Dove, Dianne Stewart. A visiting dove provides the answer to Grandmother Maloko's financial problems when floodwaters destroy her crops. (K-5th Grades)

Companion to A Great & Terrible Beauty, Libby Bray. Gemma and her friends from the Spence Academy return to the realms. She has to deal with a foe, Circe, and the magic that has been released. (6th-10th Grades)

The Cup of the World, John Dickinson. When the hooded prince of the evil "undercraft" is released from a magic spell, young Ambrose, the last descendant of a great king, flees for his life, not knowing who his friends or enemies are. (5th -10th Grades)

For One More Day, Mitch Albom. Delves into the depths of relationships, the sometimes dark and mysteriously gray areas of our interactions with people. The story is about missed opportunity and the miraculous "what if." (6th -10th Grades)

Motor Mouth, Janet Evanovich. The racing season is over and Alexandra "Barney" Barnaby and Sam Hooker are on the run—avoiding charges of grand theft auto, multiple counts of murder and the NASCAR awards banquet—fast-paced, thrilling sequel to METRO GRIL. (6th-11th Grades)

World War Z: An Oral History of the Zombie War, Max Brooks. The Zombie War came unthinkable close to eradicating humanity. (6th-12th Grades)

Summer of the Monkeys, Wilson Rawls. A boy tries to trap monkeys. There is this one monkey, probably the hundred dollar monkey, who is very smart and steals everything from Jay Berry's traps without getting caught. This same monkey is saving the other monkeys from the traps too. Jay's Grandpa owns a store and he is very smart and helps Jay think of ways to trap the monkeys. (9th -12th Grades)

20,000 Leagues Under the Sea, Jules Verne. It is an exciting book about a man who goes out to hunt a narwhal, and it is very dangerous because the narwhal can go right through the ship. There are flashbacks of the past that tell what happened to other ships that the narwhal attacked. (9th-12th Grades)

Things Not Seen, Andrew Clements. Details the events of a person struggling to be seen. Bobby, a teenage from Chicago, wakes up one morning only to discover that he is entirely invisible! (9th-12th Grades)

Heat, Mike Lupica. A teenage boy named Michael Arryo plays baseball and is an amazing pitcher. At home though, both his mother and father have died recently. (9th-12th Grades)

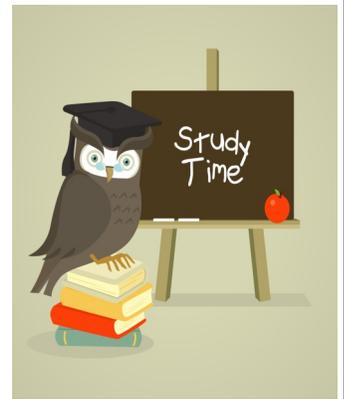
Things Left Unsaid: A Novel in Poems, Stephanie Hemphill. Sarah Lewis is tired of being the perfect daughter with straight A's and perfect friends. When Robin comes into her life during a party one evening, the two girls become fast friends. Robin is the girl Sarah's parents would not want her hanging around. (9th-12th Grades)

Love, Cajun Style, Diane Les Becquets. Have you ever just wanted things to stay the same? Lucy and her friends have been together almost as long as they can remember. In the small town where nothing ever seems to change, everything around Lucy seems to be changing during the summer before her senior year. (9th-12th Grades)

FCAT Writing Prompts:

(These can be assigned as a five paragraph essay or one paragraph according to the level of the student.)

1. Think about times in which you worked in a group. Compare and contrast a time that was a good experience with a time that was a bad experience.
2. Describe a time you had difficulty cooperating, why it was difficult, and what you did or could have done to make it easier.
3. Imagine that you get out of bed one morning in a rotten mood and you feel like being totally uncooperative for the whole day. Write about things you could do to change your outlook from "uncooperative" to "cooperative."
4. List as many cooperative behaviors as you can think of. Now rate yourself on a scale of one to five (1=awful, and 5=terrific) on each of these behaviors. Using your self-ratings, write about how you are either good at cooperating with others or not so good, and what you could do to improve.



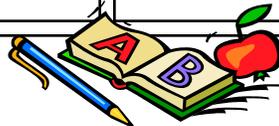


Quotes About Cooperation



| Week 1 | Week 2 | Week 3 | Week 4 |
|---|---|--|--|
| <p>"The world basically and fundamentally is constituted on the basis of harmony. Everything works in cooperation with something else." —Preston Bradley</p> <p>"It is through cooperation, rather than conflict, that your greatest success will be derived." —Ralph Charell</p> <p>"It is one of the beautiful compensations of this life that no one can sincerely try to help another without helping himself." —Ralph Waldo Emerson</p> <p>"We are not going to be able to operate our Spaceship Earth successfully nor for much longer unless we see it as a whole spaceship and our fate as common. It has to be everybody or nobody." —R. Buckminster Fuller</p> <p>"Union giveth strength." —Aesop</p> | <p>"No matter what accomplishments you make, somebody helped you." —Althea Gibson</p> <p>"You can't shake hands with a clenched fist." —Indira Gandhi</p> <p>"We are not put on this earth for ourselves, but are placed here for each other. If you are there always for others, then in time of need, someone will be there for you." —Jeff Warner</p> <p>"We all have enough strength to bear other people's woes." —Francois de la Rochefoucauld</p> <p>"Don't blow out the flame of another's candle, just to make yours shine brighter." —Unknown</p> | <p>"We cannot live only for ourselves. A thousand fibers connect us with our fellow men; and among those fibers, as sympathetic threads, our actions run as causes and they come back to us as effects." —Herman Melville</p> <p>"Give help rather than advice." —Luc De Vauvenargues</p> <p>"We are not put on this earth to see through one another, but to see one another through." —Unknown</p> <p>"We may have all come on different boats, but we're in the same boat now." —Martin Luther King, Jr.</p> <p>"It is probably not love that makes the world go around, but rather those mutually supportive alliances through which partners, recognize their dependence on each other for the achievement of share and private goals." —Fred Allen</p> | <p>"If you want to be incrementally better; be competitive. If you want to be exponentially better; be cooperative." —Unknown</p> <p>"Only strength can cooperate. Weakness can only beg." —Dwight Eisenhower</p> <p>"Men exist for the sake of one another." —Marcus Aurelius</p> <p>"We must, indeed, all hang together or, most assuredly, we shall all hang separately." —Benjamin Franklin</p> <p>"Let's face it. In most of life we really are interdependent. We need each other. Staunch independence is an illusion, but heavy dependence isn't healthy, either. The only position of long-term strength is interdependence: win/win." —Greg Anderson</p> |

Teachers' Corner



- ◇ Ask guidance counselors to visit your classroom with a cooperation lesson.
- ◇ Incorporate a section on good sportsmanship into the physical education curriculum on cooperation.
- ◇ Weave the question, "What is the right thing to do?" into stories and social studies units.
- ◇ Have students write poems/essays/short stories on cooperation.
- ◇ Have journal writing focus on cooperation.
- ◇ Have students find newspaper articles that involve cooperation.
- ◇ Let students select a friend and create a cooperation poster showing how cooperative they are.
- ◇ Have students write and produce plays emphasizing cooperation.
- ◇ Have a yearbook feature a page that focuses on cooperation.
- ◇ Focus your graduation or end-of-year ceremony on cooperation.
- ◇ Have students and teachers work together on classroom displays based on cooperation.

Bulletin Board Ideas

- ◇ Hold a cooperation poster contest to be displayed in homeroom.
- ◇ Sponsor an essay contest on the importance of cooperation in the classroom and display responses.
- ◇ Display banners, slogans, and quotes related to cooperation in all areas of the school.
- ◇ Publish lunch menus with cooperation quotes.
- ◇ Change prominent bulletin boards to reflect cooperation traits.
- ◇ Put up a "Great Wall of Cooperation" to display quotes, photos of students, and other important cooperation related items.

Parent Outreach Ideas



- ◇ At the beginning of the school year, have both parents and students sign a pledge to build cooperation between the home and school.
- ◇ Devote an entire parent-teacher organization meeting to cooperation development.
- ◇ Discuss cooperation as well as academics in parent-teacher conferences.
- ◇ Send newsletters on cooperation home to parents.

Community

- ◇ Invite speakers to talk to students about how they have integrated the concept of cooperation into their adult lives.
- ◇ Invite speakers to present keynote speeches about cooperation at major events.
- ◇ During regular assemblies, feature guest speakers from the community who can speak about cooperation.